

## **Title:** Reflective Lessons

*The following two lessons provide students an opportunity to reflect on their learning. It also provides you a chance to assess what they've learned.*

## **PHOTO ALBUM**

**Objective:** To create a photo album to show the different stages of the Klondike Gold Rush experience.

### **Materials:**

Newsprint booklet with 10 pages

Photocopied photographs depicting the Klondike Gold Rush experience (see attachment)

Glue

Pencil

**Time:** 2 hours (you may want to break it up into several small sessions)

### **Lesson Description:**

Use newsprint paper to create a small booklet for every child. Photocopy pictures from Gold! The Klondike Adventure or other books that show the Klondike Gold Rush experience. Copy a picture of each stage in this adventure. The photographs should be able to tell the story of the entire adventure. Have students glue photographs into their album and write captions about their adventure (still writing in the perspective of a prospector).

Another approach is to have students draw their own pictures of events they think are worth recording. They should still include captions for their drawings.

## **NEWSPAPER**

**Objective:** To create a newspaper reflecting the knowledge the students gained over the course of the unit.

### **Materials:**

Writing Paper

Drawing Paper

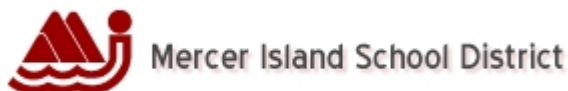
Black Pens

**Time:** Multiple day project

### **Lesson Description:**

Have students create a newspaper about the gold rush. The students can imagine they've been hired by the Seattle P-I to write about different aspects of the gold rush. It can include articles about the different legs of the journey, have advertisements and pictures...perhaps an op-ed piece expounding the virtues or horrors of becoming a Stampeder.

If word processing, have students use the column feature. Each article should start with a headline and byline. Cut the final draft into columns. If writing by hand, cut lined paper into 4 inch strips. Students can write their final draft on these strips, which act as columns. In either case, paste the various columns onto a large sheet of tagboard. Add a title for your newspaper and a few advertisements and you've got your classroom newspaper.



## EALR's

### READING :

- 1.The student understands and uses different skills and strategies to read.
  - 1.1 use word recognition and word meaning skills to read and comprehend text
  - 1.2 build vocabulary through reading
  - 1.3 read fluently, adjusting reading for purpose and material
  - 1.4 understand elements of literature-fiction
  - 1.5 use features of non-fiction text and computer software
- 2.The student understands the meaning of what is read
  - 2.1 comprehend important ideas and details
  - 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
  - 2.3 think critically and analyze authors' use of language, style, purpose, and perspective
3. The student reads different materials for a variety of purposes
  - 3.1 read to learn new information
  - 3.2 read to perform a task
  - 3.3 read for literary experience

### WRITING:

- 1.The student writes clearly and effectively
  - 1.1 develop concept and design
  - 1.2 use style appropriate to the audience and purpose
  - 1.3 apply writing conventions
- 2.The student writes in a variety of forms for different audiences and purposes
  - 2.1write for different audiences
  - 2.2write for different purposes
  - 2.3write in a variety of forms

### MATHEMATICS:

- 1.The student understands and applies the concepts and procedures of mathematics
  - 1.1 understand and apply concepts and procedures from number sense
  - 1.2 understand and apply concepts and procedures from measurement
  - 1.3 understand and apply concepts and procedures from geometric sense
- 2.The student uses mathematics to define and solve problems
  - 2.1 investigate situations
  - 2.2 formulate questions and define the problem
  - 2.3 construct solutions
- 3.The student uses mathematical reasoning
  - 3.1 analyze information
  - 3.2 predict results and make inferences
  - 3.3 draw conclusions and verify results
- 4.The student communicates knowledge and understanding in both everyday and mathematical language.
  - 4.1 gather information

- 4.2 organize and interpret information
- 4.3 represent and share information
- 5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.
  - 5.1 relate concepts and procedures within mathematics
  - 5.2 relate mathematical concepts and procedures to other disciplines
  - 5.3 relate mathematical concepts and procedures to real-life situations

#### **HISTORY:**

- 1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in US, world, and Washington State history
  - 1.2 Washington State History – describe, compare and contrast patterns of life over time in WA state including Native American cultures, exploration and exchange, settlement and interaction.
- 2. The student understands the origin and impact of ideas and technology developments on history
  - 2.1 Compare the meaning of ideas in different places, times, and cultures, and examine the interrelationships of ideas influencing change and conflict. Explain how an idea has affected the way people live.
  - 2.2 Understand how ideas and technological developments influence people, culture, and environment.

#### **GEOGRAPHY:**

- 1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on the Earth's surface.
  - 1.1 Use and construct maps, charts, and other resources.
- 2. The student understands the complex physical and human characteristics of places and regions.
  - 2.1 Describe the natural characteristics of places and regions
  - 2.2 Describe the patterns humans make on places and regions
- 3. The student observes and analyzes the interaction between people, the environment, and culture.
  - 3.1 Identify and examine people's interaction with and impact on the environment

#### **ECONOMICS:**

- 1. Students understand the impact of scarcity on their personal lives and on the households, businesses, governments and societies in which they are participants.
  - 1.1 Know that scarcity requires choosing from alternatives and that each choice imposes an opportunity cost (loss of the next best alternative). Influences a person's choice.
  - 1.2 Know that the quantity and productivity of resources limits the production of goods and service.

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